



Lead Academy

29 Ridgeway Drive
Greenville, SC 29605

Grades	5-8 Middle School	
Enrollment	150 Students	
Principal	Rodney Johnson	864-770-1790
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Excellent
2012	Average	Excellent
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

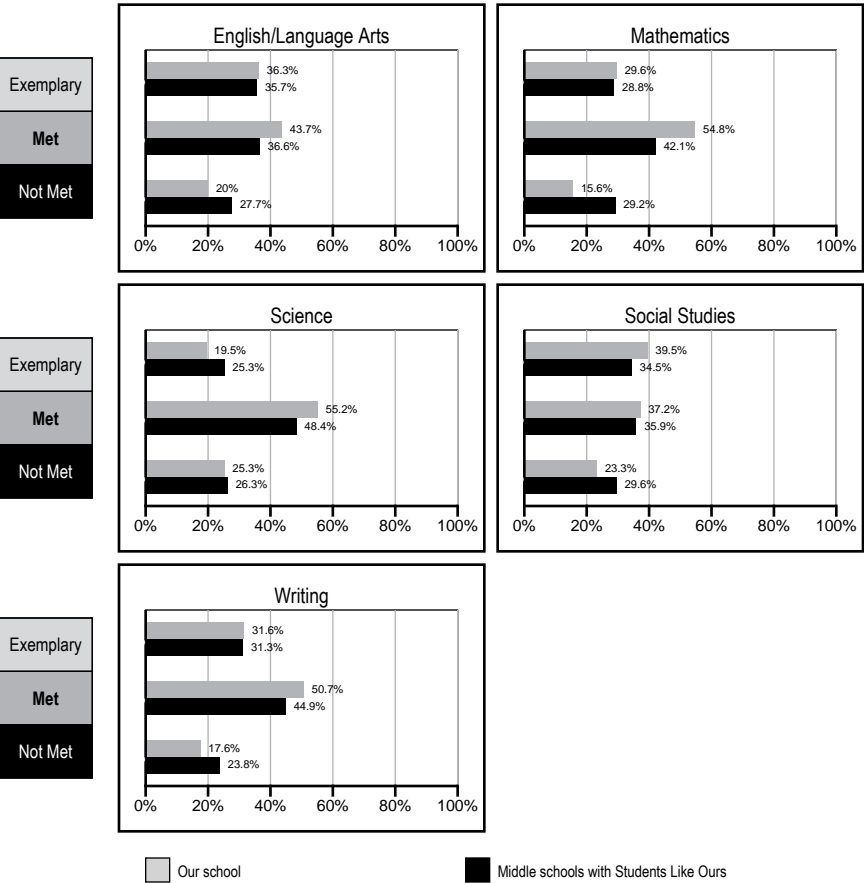
93.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	21	34	1	1

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	62.5%	95.5%
English 1	100.0%	94.6%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	64.7%	95.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=150)				
Students enrolled in high school credit courses (grades 7 & 8)	25.2%	Up from 0.0%	28.1%	24.6%
Retention rate	3.0%	Up from 1.8%	0.6%	0.6%
Attendance rate	96.7%	No Change	95.8%	95.9%
Served by gifted and talented program	7.4%	N/A	21.0%	18.5%
With disabilities	14.8%	N/A	13.4%	13.0%
Older than usual for grade	3.7%	N/A	5.2%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.8%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	57.1%	Down from 66.7%	62.3%	61.5%
Continuing contract teachers	35.7%	Down from 44.4%	83.3%	77.2%
Teachers returning from previous year	N/A	N/A	88.8%	85.9%
Teacher attendance rate	96.7%	Down from 98.3%	94.5%	94.9%
Average teacher salary*	\$42,109	Up 6.8%	\$48,289	\$47,313
Professional development days/teacher	8.5 days	Down from 9.6 days	9.0 days	10.1 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	13.6 to 1	Down from 20.7 to 1	22.6 to 1	22.1 to 1
Prime instructional time	93.1%	Down from 94.6%	89.4%	89.6%
Opportunities in the arts	Poor	Down from Fair	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.6%	Down from 100.0%	98.8%	99.0%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,512	Down 18.8%	\$7,097	\$7,239
Percent of expenditures for instruction**	64.0%	Up from 61.0%	63.0%	63.0%
Percent of expenditures for teacher salaries**	52.0%	Up from 37.1%	60.5%	61.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lead Academy was founded on the belief that every child can achieve at an exceptionally high level, regardless of background or circumstance. Our school community continues to make strides towards achieving this reality during our third year, and we are excited to continue the pursuit. Our commitment to realize this goal is evident as students and staff all participate in a longer school day, Saturday service opportunities, and a whole-school summer session. We set high expectations for our students through our focus on the three expectations that guide our school culture: be nice; work hard; serve well. Our school has also adopted "Demanding Excellence, Embracing Diversity, and Modeling Integrity" as a framework to refine and execute our mission.

The hard work of our students and staff was evident as we grew in our absolute Report Card rating and achieved an Excellent Growth Rating. This accomplishment was achieved by posting one of the highest growth indices in the state. In addition to this, we were awarded a Palmetto Gold Award for General Performance and a Palmetto Silver Award for Closing the Gap. We also became a South Carolina TAP school, which has provided our staff with opportunities for multiple career paths, ongoing professional growth, instructionally-focused accountability and performance-based compensation. Student achievement, and specifically student growth, is at the center of our mission and we will continue to focus on developing ourselves as educators in order to provide our students with tools to succeed in high school, college, and life beyond the classroom.

The 2012-2013 school year marked the start of our new home on the campus of Upstate Circle of Friends in the Belle Meade community of Greenville County. The 100% wireless-enabled facility provides us with classrooms, ample field space and a cafetorium for meetings and meals. The move to a more traditional school building has allowed our parents to become increasingly involved in the life of the school. This year marked the establishment of our first Parent-Teacher Organization. Parents also logged numerous volunteer hours and were integral contributors to the operation of our school. Our local community has also become more involved in our school. Most notably, the Downtown Rotary Club of Greenville awarded Lead Academy with a \$10,000 grant to implement Greenville County's first EarlyAct FirstKnight character education program. It had been a huge hit with students, parents and teachers.

Our students had the opportunity to participate in a number of extracurricular activities and clubs including honor band, YMCA sports leagues, gardening, yearbook and Lego robotics. In the coming year, we plan to add art to the elective curriculum and expand club offerings to meet the needs of our student body. We also remained true to our mission of serving the community, with each student fulfilling their community service requirement with organizations such as the City of Greenville, the Humane Society, and the Children's Museum of the Upstate. We look forward to building on the achievements of years past as we work together as a community of parents, students and teachers to build the next generation of leaders.

Rodney Johnson, Principal Dr. H. Paul Thompson, Board Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	16	5
Percent satisfied with learning environment	77.7%	81.3%	N/A
Percent satisfied with social and physical environment	100%	72.2%	N/A
Percent satisfied with school-home relations	100%	83.3%	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/esea/> or request this information from your child's district or school.

Overall Weighted Points Total	97.6
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Lead Academy school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	668.8	681.8	624.9	679.8	100.0	100.0
Male	N/A	N/A	N/A	N/A	100.0	100.0
Female	N/A	N/A	N/A	N/A	100.0	100.0
White	N/A	N/A	N/A	N/A	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	N/A	N/A	N/A	N/A	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0
Grades 6-8						
All Students	653.5	645.4	628.4	633.5	100.0	100.0
Male	654.6	651.0	634.7	642.0	100.0	100.0
Female	652.5	640.4	623.6	626.3	100.0	100.0
White	676.6	659.9	639.9	654.2	100.0	100.0
African American	642.4	636.5	623.7	621.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	644.9	641.2	624.2	622.6	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	30	100	14.3	39.3	46.4	85.7
	6	42	100	22.5	57.5	20	77.5
	7	40	100	57.5	30	12.5	42.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	32	100	15.6	43.8	40.6	84.4
	6	43	100	14	37.2	48.8	86
	7	38	100	28.9	39.5	31.6	71.1
	8	23	100	22.7	63.6	13.6	77.3
Mathematics							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	30	100	7.1	35.7	57.1	92.9
	6	42	100	10	57.5	32.5	90
	7	40	100	35	52.5	12.5	65
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	32	100	6.3	34.4	59.4	93.8
	6	43	100	11.6	55.8	32.6	88.4
	7	38	100	18.4	63.2	18.4	81.6
	8	23	100	N/AV	N/AV	N/AV	68.2
Science							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	14	100	23.1	53.8	23.1	76.9
	6	21	100	40	55	5	60
	7	40	100	22.5	57.5	20	77.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	25	50	25	75
	6	21	100	33.3	47.6	19	66.7
	7	38	100	15.8	63.2	21.1	84.2
	8	13	100	41.7	50	8.3	58.3

Abbreviations for Missing Data

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N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	6.7	46.7	46.7	93.3
	6	21	100	30	65	5	70
	7	40	100	45	52.5	2.5	55
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	16	100	6.3	25	68.8	93.8
	6	22	100	4.5	50	45.5	95.5
	7	38	100	36.8	34.2	28.9	63.2
	8	10	I/S	I/S	I/S	I/S	I/S
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	31	100	13.8	44.8	41.4	86.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	32	100	18.8	43.8	37.5	81.3
	6	44	97.7	18.6	41.9	39.5	81.4
	7	38	100	7.9	63.2	28.9	92.1
	8	22	100	27.3	59.1	13.6	72.7

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